TRI-STATE WEBINAR SERIES

Person-Centered Planning: Creating a
Map to your Student's Future

Presented by: Sonja Peetz

COLORADO
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autism spectrum disorders
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TASN
Autism and Tertiary Behavior Supports
www.ksdetasn.org

Tri State Webinar Series 2015-2016

Tri-State Autism Spectrum Disorder Webinar Series

This presentation is a collaborative effort between the following:

COLORADO
Department of Education

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Presenter Information

Sonja Peetz, M.S.Ed, is the
Northeast Regional ASD Coordinator for
the Nebraska Autism Spectrum Disorders
Network. She provides assistance and
information about evidence-based
trainings to local school districts and
parents of children and youth with ASD.

Participant Outcomes

- Learn what Future Planning is and how can it be used
- Identify common characteristics of Future Planning Mapping.
- Identify Future Planning frames and how to complete a map.
- Learn facilitation tips to complete a map.
- Identify limitations of Futures Planning.

What is it…

- A representation of the frames of our lives
- A representation of each person in the Focus Group
- Information is presented graphically in Frames to more accurately represent the communicative process

What is it…

- A Graphic representation of the "big picture"
- Take action to improve the person's life
- Develop a Positive Futures Plan

How can it be used...

- Empower
- Build Bridges
- Define roles and responsibilities
- Enhance IEP development
- Clarify the purpose of an educational plan

Different Models

- Person Centered Planning
- Future Planning
- Future Mapping
- Family Centered Planning
- Other Various Names...

Whatever the name- Similar Goals

- Presence and Participation in the Community
- Developing and Maintaining Relationships with Friends and Family
- Making Choices and Expressing Preferences
- To Gain Personal Dignity and be Afforded Respect in the Community
- To Exercise Personal Competence

True or False

Person Centered planning can only be used as a tool for Transition planning in a School District….

False….

Person Centered planning can be used in numerous ways and have multiple outcomes….

Next steps….

- Setting the date – seems easy right…
- Identify the key players
- Send out the agenda or the map in advance so participants can have time to think about responses
- Think about how you are going to structure the room or environment for maximum participation

The Agenda

- Purpose of planning – to gain insight into the events of yesterday, review current plan, and map the road to the future. Create Group Norms.
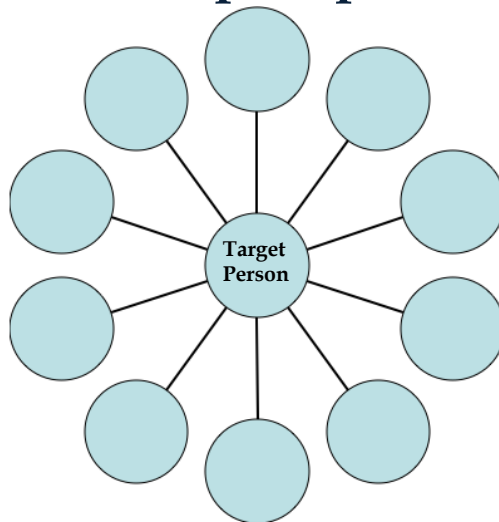- The Relationship Map
- The Places Map
- Where I've Been

The Agenda

- The Personal Preferences Map
- The Future Map- Fears, Hopes and Dreams
- The Action Plan (Opportunities and Obstacles)

The Relationship Map….

- Purpose: To identify personal support, assistance, and opportunities to build friendships.
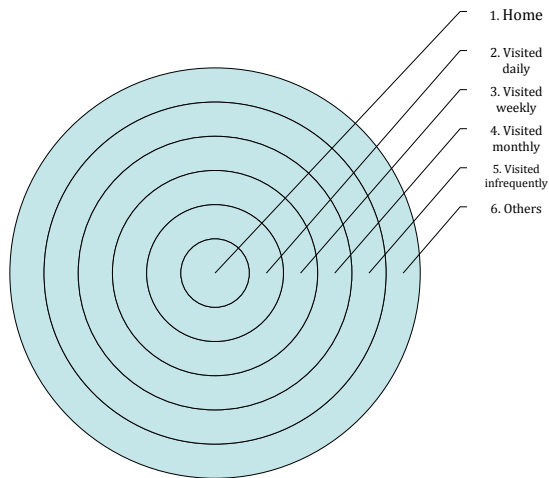
The Relationship Map

The Places Map....

• Purpose: To describe the pattern of daily life.

The Places Map

1. Home

2. Visited daily

3. Visited weekly

4. Visited monthly

5. Visited infrequently

6. Others

Places I'd like to visit but haven't been to yet……..

Where I've Been Map….

- Purpose: To describe the history of social communication and academics .

Where I've Been

Socially (Five years ago)-
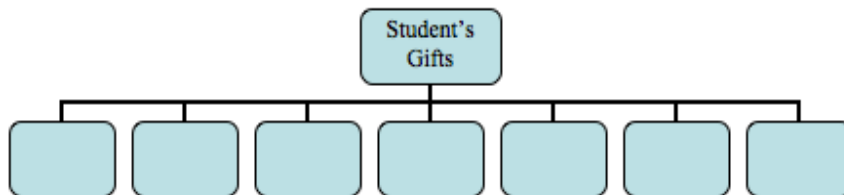(How I interacted with my peers and family)
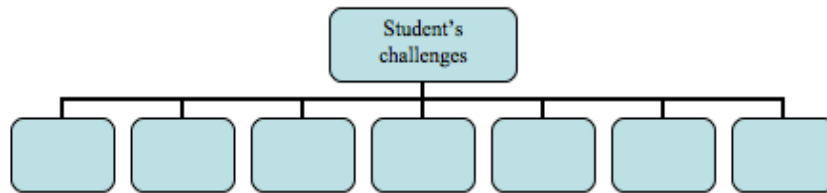
Now I….

Academically (Five years ago)-

Now I…..

The Personal Preferences Map….

- Purpose: To identify personal support, assistance, and opportunities to build friendships.

The Personal Preferences Map
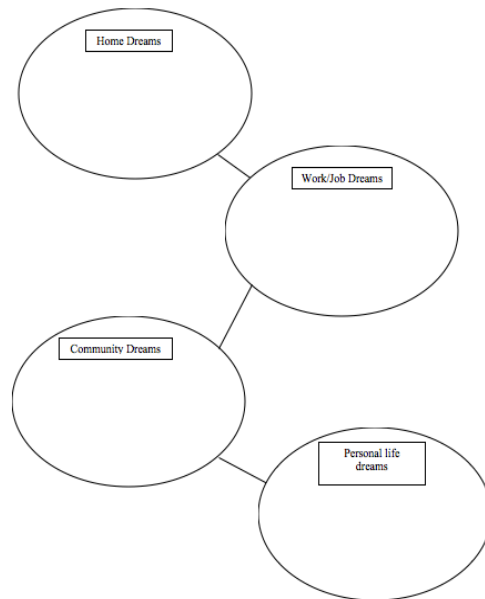
The Personal Preferences Map

Fears….

- Purpose: To explore inner thoughts about our fears for the future.

The Future Map....

- Purpose: To explore inner thoughts about our fears for the future.

- Home Dreams
- Work / Job Dreams
- Community Dreams
- Personal Life Dreams

The Future

Question:

The team has been working on the maps and you are approaching the 90 minute mark for the meeting end. As the facilitator, what should you do?

A. Hurry to get through the material
B. Skip the less important maps
C. Refer to the group norms and adjust if necessary
D. Reschedule the meeting

Question:

If the team has been working on the maps and you are approaching the 90 minute mark for the meeting end. As the facilitator, what should you do?

A. ~~Hurry to get through the material~~
B. ~~Skip the less important maps~~
C. **Refer to the group norms and adjust if necessary**
D. ~~Reschedule the meeting~~

The Action Plan

Obstacles:

Opportunities:

Action?

  Who will do?

  What date will this be completed?

Translating Mapping Data into Transition Planning Goals and Objectives

- Create personal profile and future vision maps for all transition age youth
- Bring maps to IEP/transition planning meetings
- Discuss themes, things that work and things that don't work, in the personal profile maps

Translating Mapping Data into Transition Planning Goals and Objectives

- Discuss the future vision map
- Discuss each transition planning area along with associated mapping data.
- Select educational environments and activities for instruction based upon mapping information, other assessment information, demographics of the community, and school logistics

Translating Mapping Data into Transition Planning Goals and Objectives

- Develop IEP/transition planning goals
- For each goal, determine necessary IEP/ transition planning components
- Repeat this process!

These maps may be created as part of personal futures planning team activities such as…

A. Units in high school self-advocacy or career exploration activities
B. As youth group or church activities
C. As family activities
D. All of the above

These maps may be created as part of personal futures planning team activities such as…

A. ~~Units in high school self-advocacy or career exploration activities~~
B. ~~As youth group or church activities~~
C. ~~As family activities~~
D. **All of the above**

Facilitation Tips

- Before the meeting
- At the meeting
- At the end of the meeting

Limitations of Futures Planning

- The profile will not provide all of the information needed for a comprehensive support plan
- The process is never complete
- Family life and environments are always changing

Limitations of Futures Planning

- New and different support must constantly be evaluated and addressed
- The process requires systems change for the agencies involved in the procedure

Where to go after the Future Plan

- Continue working together as a team!
- Modify support plan and futures plan as needed
- Use the information learned in the meeting to develop a more comprehensive plan for the focus student

References

National Parent Center on Transition and Employment- whttp://www.pacer.org/transition/learning-center/ independent-community-living/person-centered.asp

Cornell University ILR School Employment and Disability Institute, Person Centered Planning Education Site, www.personcenteredplanning.org

Person-centered planning with MAPS and PATH: a workbook for facilitators John O'Brien - Jack Pearpoint - Inclusion Press - 2002

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THANK YOU!

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